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ABSTRACT

In 1976-77 a total of 5,917 students participated in Title I programs in the State of Alaska. Program emphasis continued to be on supplementary instruction in the basic skills from the preschool through the elementary and secondary levels. The most obvious trend in the Title I programs and their greatest strength over the past several years is that more monies are being budgeted for instructional personnel compared to other project expenses, thus bringing more individual direct services to target children. Most districts are requiring less assistance in planning and implementing successful programs because they have a better understanding of Title I purposes and because of additional experience in writing Title I projects. Program objectives are being more clearly written and records are more carefully kept so that meaningful evaluations are being made. Village programs depend on the assistance of native aides. Their training remains one of the greatest needs of Title I programs in Alaska. Activities of the state education agency have included monitoring, workshops, and the construction of a handbook for district administrators. Tables and graphs in this document present enrollment figures, number of staff persons funded by Title I, and total Title I program outlays. Also included are a description and evaluation of three typical district projects: an urban district (Anchorage), a rural district (Kuspuk), and a small town (Cordova). (Author/AM)

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ALASKA TITLE I ESEA EVALUATION REPORT

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ED156815

FISCAL YEAR 1977

UD018491

State Annual Evaluation Report for 1976-77 Title I Elementary and Secondary Education Act of 1965, Public Law 89-10, as Amended

Marshall L. Lind, Commissioner
Alaska State Department of Education
Pouch F
Juneau, Alaska 99811

UDO 18491

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- B. Rural – Kuspuk 31
- C. Small town – Cordova 51

I. INTRODUCTION

In 1976-77, all schools in Alaska, including those of private, denominational and Bureau of Indian Affairs, served a total of 93,024 students, Grades K-12. Public schools, administered as 51 independent districts, served 87,129 students. These districts varied in size from Anchorage with 35,490 students to Pelican with 36 students.

Of the 51 districts, 48 districts operated 57 Title I (ESEA) programs with one district operating four. Program emphasis continued to be supplementary instruction in the basic skills from the pre-school through the elementary and secondary levels.

A total of 5,917 students participated in the Title I programs. In a duplicated count 4,258 participated in reading; 1,889 in language arts other than reading; 1,750 in mathematics; and 830 in pre-school and kindergarten readiness programs. Instruction in most cases was delivered individually or in small groups by certificated teachers, paraprofessionals or instructional aides.

The total cost of programs throughout the districts in both Parts A and B was $4,180,646. Salaries for instructional personnel, $3,744,690, represented 90% of program expenses, while costs for instructional materials and equipment, $298,224, represented 7%. Costs per child in typical reading or math programs varied from $321 in Petersburg of Southeast Alaska to $2,269 in Galena, a small district on the Yukon where the isolation factor is great.

Thirty-three private and denominational schools are operating within Alaska. Of these only three chose to participate despite additional LEA efforts to obtain participation.

The most observable trend in Title I programs and possibly the greatest strength of those programs over the past several years is that more monies are being budgeted for instructional personnel compared to other project expenses, thus bringing more individual direct services to target children. This year instructional personnel accounted for 90% of all project expense, a gain of 7% over the previous year.

Improvement in project management was especially apparent in the newly formed rural districts where management tasks were more clearly defined and more easily monitored at the local district level than was true under the larger structure of the former Alaska Unorganized Borough School District. Sophistication of management practices continued for the larger districts of Anchorage, Fairbanks and Juneau, as well as for the smaller districts, such as Petersburg, Haines and Hoonah.

With a better understanding of Title I purposes and some years' practice in writing Title I projects, most districts are requiring less assistance in planning and implementing successful programs. In general, objectives are more clearly written and records more carefully kept so that meaningful evaluations can be made. In the large

rural districts, Parent Advisory Councils have become more involved with the various phases of the supplementary programs. Still, there is a need for more active parent participation.

Experience has shown that in the rural villages a program gains through the rapport a native aide is able to provide with native students. Most village programs depend upon native aides. However, aide training continues to be one of our greatest needs. In a number of sites the only aides available in the villages suffer from a lack of basic education themselves. Because of the high cost of living and the scarcity of village housing, it is not practical to bring in support staff from outside the village. On the other hand, many sites are able to retain competent aides who become more competent by practice and training year after year. On-site training by a specialized professional and continued by the local teacher has been found to be the most successful method of inservice.

In addition to the aide's role in working with students and teachers, most districts have recognized the importance of training teachers to work with aides. A number of districts funded in whole or in part inservice training for Title I personnel.

II. ACTIVITIES OF STATE EDUCATION AGENCY

Monitoring

As a part of the State Education Agency monitoring procedures, the SEA reviewed on-site Title I programs in 48 districts. Most of the Title I on-site monitoring activities were carried out in cooperation with the monitoring of other federal programs due to the limited number of SEA staff and the cost of long distance travel in Alaska.

Conditions under which on-site monitoring was carried out were often hazardous and time consuming. Staff traveled to village sites in small planes, the only transportation practical for long distances. From the village landing strips to the schools sites, it was often necessary to walk more than a mile on snow or frozen rivers carrying sleeping bags and other survival gear. Extreme weather conditions, few daylight hours, and long waits in airports or at airstrips with no protection from the weather, are familiar circumstances to the monitoring process.

For field reviews, the revised compliance review form, which insures that required specific information will be obtained, proved effective and popular with district school administrators and SEA review personnel. The form was completed and signed on-site by both the review officer and a district representative, a carbon copy being left with

the district. All on-site reviews were followed by letters to the district from the SEA Title I administrator whenever findings of the reviews required additional district action or emphasis.

In addition, monitoring was accomplished through the use of quarterly status and financial reports required of each district. The Final Evaluation Report, also required of each district program, was an important part of the monitoring process. Final payments were contingent upon approval of these reports.

Handbook for District

Additions and deletions were made as required to the existing "Handbook for District Administrators for Federally Funded Programs." Then they were distributed to appropriate staff in the districts. These included material dealing with rules and regulations for conducting Title I programs.

State Education Agency Workshops

SEA Title I program staff took part in the 1976 early fall workshop of the Division of Educational Program Support, held in Anchorage. In reference to Title I, its purpose was largely to alert districts to opportunities, to educate new grant writers, and to refine information with participants regarding various programs available. After overviews of topics dealing with Title I, consultation periods followed. In addition to scheduled sessions, district representatives took the opportunity to make individual appointments.

A second state-wide workshop was held in Anchorage in early February 1977. It was conducted to assist district personnel in writing project applications, to orient districts to the new Title I evaluation system, and to give more in-depth instruction and information to those districts who volunteered to pilot the new system the following year. Before attending the workshop, district personnel were requested to complete a needs assessment so they would be prepared to develop applications for projects.

Evaluation for the workshop, a third year for this type, confirmed that the materials presented and other services offered by the SEA Title I staff were pertinent to the needs of the districts.

III. ORGANIZATION OF NEW DISTRICTS

In 1975-1976 a significant reorganization affecting Title I programs took place within Alaska. Out of the vast area of the state's largest school district, the Alaska Unorganized Borough School District, 21 new independent school districts were formed by legislative action. The one district had encompassed most of the state's rural schools within the greater part of the state's area, but with only ten per cent of its students. Regional units had been administered from a central office in Anchorage.

By the 1976-1977 school year, each of these newly formed districts had its own elected school board, and each village within the district had its own elected advisory school board. For many of the native peoples it was a first opportunity to control directly the personnel and instructional activities of their village schools.

Besides self determination of program, the greatest advantage related to Title I in the new districts was that they no longer had to work through several layers of government for project approval and development. The administrative change was also timesaving in the matter of ordering and receiving materials. In the north, large purchases are transported by barge to the villages along rivers before they are frozen. Even transportation by plane requires long-range planning.

IV. NEW DISTRICT SCHOOLS

As the Bureau of Indian Affairs continues to phase out school operations in Alaska, more elementary schools are coming under the jurisdiction of local districts. Since the determination of the Molly Hootch Case in September 1976, which in effect provided that any of 126 villages could have their own high schools and be funded by the State of Alaska, many small high schools have been created. Most of these schools, both secondary and elementary, are located in the far north, where there is high incidence of poverty and great numbers of the educationally disadvantaged. Here Title I has made a significant contribution to the educational programs.

V. GRAPHICS

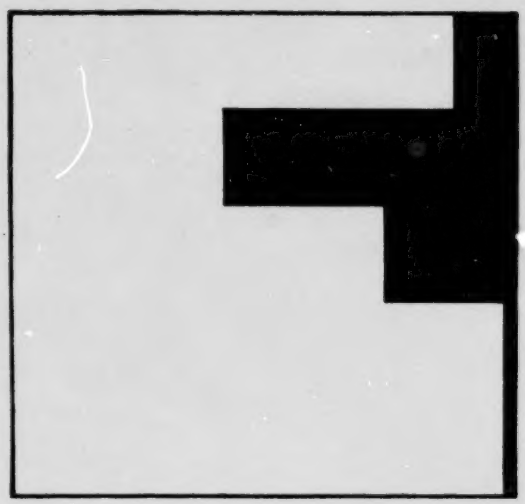
A. Number of Children Who Participated in ESEA Title I Programs 6

B. ESEA Title I Participants by Program (Duplicated Count) 7

C. Number (FTE) of Staff Members Funded by ESEA Title I 8

D. Total ESEA Title I Program Outlays 9

A. NUMBER OF CHILDREN WHO PARTICIPATED IN ESEA TITLE I PROGRAMS



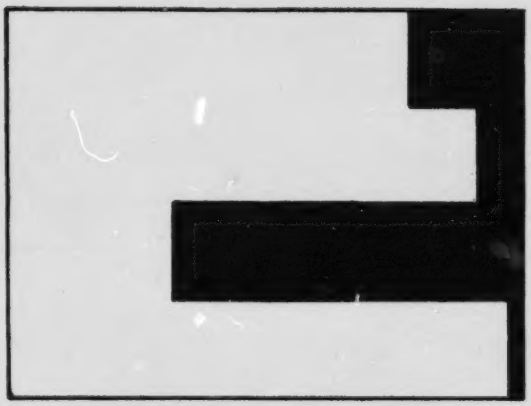
14%	PRE SCHOOL & KINDERGARTEN	830
57%	GRADES 1-6	3,344
25%	GRADES 7-12	1,516
02%	INSTITUTIONAL	135
02%	NON PUBLIC	92
TOTAL		5,917

B. ESEA TITLE I PARTICIPANTS BY PROGRAM (DUPLICATED COUNT)

47.3%	READING	4,258
21.0%	LANGUAGE ARTS	1,889
19.4%	MATH	1,750
09.2%	PRE SCHOOL & KINDERGARTEN	830
02.9%	GUIDANCE & COUNSELING	265
00.1%	OTHER	10
TOTAL		9,002

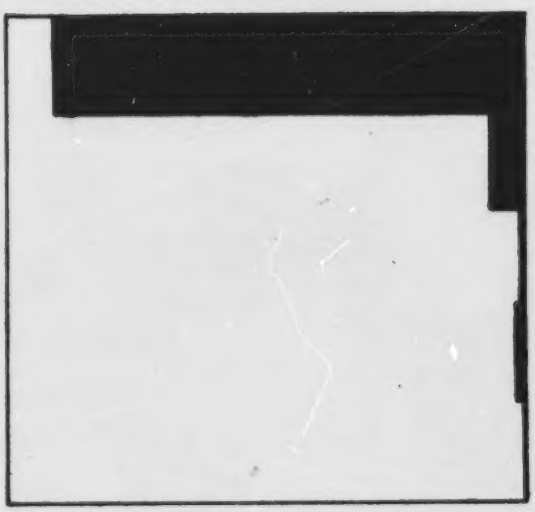
C. NUMBER (FTE) OF STAFF MEMBERS

FUNDED BY ESEA TITLE I



21%	TEACHERS	65.36
08%	OTHER PROFESSIONALS	24.97
69%	AIDES	219.00
02%	CLERICAL	7.08
TOTAL		316.41

D. TOTAL ESEA TITLE I
PROGRAM OUTLAYS



90%	SALARIES	$ 3,744,690
07%	SUPPLIES & EQUIPMENT	298,224
01%	INSERVICE	60,011
02%	TRAVEL	70,676
0.2%	OTHER	7,045
TOTAL		$ 4,180,646

VI. TYPICAL DISTRICT PROJECTS AND EVALUATIONS

A. Urban – Anchorage 13

B. Rural – Kuspuk 31

C. Small town – Cordova 51

A. Urban – Anchorage

A. Urban – Anchorage

The Anchorage Borough School District receives the highest Title I allocation of any school district in the state. It also has the greatest school population. Approximately 700 children from nine elementary target schools were initially selected for the Title I program. Later 300 more participated.

Using a preventive approach, the Title I efforts were targeted toward kindergarten through third grade children in top priority educational needs, identified as facility in oral language and reading. Now in their fourth year of operation, the Anchorage program has provided services in three areas: oral language development, reading, and home-school coordination.

The Southwest Cooperative Educational Laboratory Oral Language Program provided a basis for structured language practice, while another model of the oral language program focused on the development of core concepts in the areas of Food Marketing, Communication and Transportation. Some twenty separate lesson packets especially coordinated with field trips have been developed and used by Oral Language Specialists and Title I teachers.

The Reading instructional model consisted of eleven clusters of reading objectives as skills, arranged according to levels of difficulty. Record forms summarized student attainment on each of the various skills.

The Home-School Coordinators, who served all Title I children at all grade levels, provided a liaison for the home, the school and the community.

Beginning in August 1976, 75 teachers and 35 instructional aides took part in one or more of five major training activities:

1. training in general project procedures, intentions and outcomes for all associated personnel
2. training in formalized oral language materials for all teachers in kindergarten and grade one plus aides in those classrooms
3. training for program specialists – Home-School Coordinators, Reading Specialists, Oral Language Specialists plus associated aides
4. training for Quality Assurance Specialists (SWCEL)
5. awareness training for upper primary teachers.

The project director provided supplementary training as needed throughout the year.

With the most sophisticated organization among the districts, Anchorage was the first to utilize the Normal Curve Equivalent Units developed by the RMC Research Corporation in evaluation of a project. The Anchorage program utilized Model A-1 to analyze pre and post test scores of Title I participants in the "Oral Language and Reading Development Program."

During the past year evaluation services for the Anchorage Title I program were provided on a periodic basis by staff members of the Audit and Evaluation Program, Northwest Regional Educational Laboratory, Portland, Oregon. The final evaluation report as prepared by NWREL contains some 160 typewritten pages. Only the district evaluation report is included with this state evaluation report.

TITLE I, ESEA, EVALUATION REPORT, FY-77

School District Anchorage School District Date July 26, 1977

Person Completing Report Linda L. Black

I. PROJECT STATISTICS

a. Project Number 77011-2 Project Title Development of Basic Skills with Emphasis on Oral Language and Reading

b. Type of project: Regular term X Summer term ____ Both ____

c. Average number of hours of participation per week 35
Project duration (number of weeks) 36

d. Total amount of Title I funds expended District costs $1,054,974 (pending final report)

e. Number of pupils participating in this project (unduplicated) 1000

f. Cost per pupil (Item d divided by item e) $1,054.97

II. DISSEMINATION OF PROJECT INFORMATION AND DATA

Information was disseminated: YES X NO ___

Enclose copies of any news articles, newsletters, publications or pictures used in the dissemination of this project. (see quarterly reports)

III. MAJOR PROBLEM AREAS

List suggestions or recommendations that you feel would have enabled you to better implement your Title I project.

PROBLEM	RECOMMENDATION
Some children were selected to receive reading assistance whose deficiencies were not reflected in standardized test scores.	A closer correlation is needed between the selection measures/criteria and standardized test; therefore, the selection criteria needs to be revised.

IV. TITLE I STAFF

A.

How many positions were funded by Title I for this project?

STAFF POSITION	Number	Hours Per Week	Weeks Employed
Elementary Teachers	20	35	39
Secondary Teachers			
Administratration/ Supervision	1	40	52
Pupil Services			
Educational Aides	35	35	39
Other Professional	8	35	39
Other Non-Professional			

B. PROJECT STAFF DEVELOPMENT

1. Approximate amount of Title I funds used for inservice training. $18,431

2. Approximate amount of local funds used for inservice training for Title I programs. $10,500

3. Approximate number of hours spent on inservice training for Title I programs. 327 hours

4. Give the number of staff receiving training during summer and/or school year for Title I programs.

Teachers 75

Aides 35

Other (specify) 17
Home/School Coordinators, Principals

5. If consultants were used for inservice training, indicate the numbers following the appropriate item.

Member university or college staff _____
State Department of Education personnel _____
Specialists from school staff 52
Principals 5
Administrators 1
Supervisors _____
Other (Specify) SWCEL consultant - 1

6. Briefly describe the value of the inservice program to your staff:

Expected Outcome	Observed Outcomes
The Title I Program would be implemented according to program protocols	The Program followed prescribed protocols.
Aides would be used in Title I appropriate activities.	Aides were used appropriately.
Staff and PACs would be aware of Title I rules, regulations, guidelines and proposals.	Staff and PACs demonstrated awareness.
Aides would develop: a. more effective techniques to use in dealing with children. b. knowledge of a language and reading scope and sequence and utilize related instructional activities.	The majority of aides have developed these skills and utilized them in their Title I assignments.

V. PARTICIPATING STUDENTS

A. Number of participating students by grade level (unduplicated count)

Pre-K 0
K 239
1-3 761
4-6 ____
7-9 ____
1o-12 ____

Non-public schools ____ Grade Level ____

B. Number of participating students by program and grade level and (duplicated count)

SERVICE AND ACTIVITIES	Public School						Nonpublic Schools	Totals
	Pre-K	K	1-3	4-6	7-9	10-12		
1) English Language Arts (except reading)		330	473					803
2) Reading			534					534
3) Math								
4) Other (specify)		330	761					1091
Total		660	1768					2428

B. Indicate procedures or methods used to select the Title I participants.

Standardized Testing (specify) .5 years or more below on ITBS; cor lower on MRT

Guidance/Counselor _____

Grades _____

Teacher made tests _____

Teacher referral DOL & Reading Behavioral checklist

Other (specify) a. informal reading inventory - below instructional level.
b. below cutting score on SWCEL test

VI. PROGRAM OPERATION

A. Check the techniques listed below that were used to implement your Title I activity.

X	Individualized Instruction	X	Large Group Instruction (8-15)
X	Tutorial Assistance	X	Field Trips
X	Small Group Instruction (2-7)	X	Individualized Counseling
	Group Counseling Sessions		Other (specify) _____
X	Individual Learning Packets		Other (specify) _____

B. List equipment purchased this year for this Title I project.

Item	Date Received	Frequency of Use
Administration		
IBM Correcting Selectric Typewriter	Dec. 1976	daily
Gov't. Hill Electric Company Sentence Comprehension	Oct. 1976	weekly

VII. EVALUATION OF OBJECTIVES

A. Briefly state the main student objectives of your project.

Objective No. 1 80% of K-1 SWCEL participants will gain 30 SWCEL points

Objective No. 2 80% of K-3 DOL participants will demonstrate a gain of two system FORE levels

Objective No. 3 75% of grade 1-3 Reading participants will meet or exceed expectancy level on ITBS

Objective No. 4

B Report the number of children who either (1) failed to achieve the objective or (2) equaled or surpassed the objective.

JECTIVES	NUMBER OF TARGET STUDENTS	DID NOT ACHIEVE OBJECTIVE	EQUALED OR SURPASSED OBJECTIVE	METHOD OF DETERMINING SUCCESS: STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TEST	OTHER
No. 1	134		119=89%				X	
No. 2	298		286=96%				X	
No. 3	223		160=72%	X				
No. 4								

C. Record the average, low, and high scores of the target students for each grade level. Record the scores as percentiles, grade level equivalents or any other unit of measurement that is appropriate. Use the same unit for both pre and post tests. Attach any information that you feel would help us interpret your data.

Indicate the unit of measurement employed.

GRADE LEVEL(S)	NUMBER OF STUDENTS	NAME OF TEST	PRE-TEST(DATE) AVERAGE SCORE(A)	PRE-TEST LOW SCORE	PRE-TEST HIGH SCORE	POST-TEST(DATE) AVERAGE SCORE(B)	POST-TEST LOW SCORE	POST-TEST HIGH SCORE	GAIN OR LOSS (B-A)
Objective 1: see page 50, attached, from NWREL final evaluation report									
Objective 2: see pages 92-95, attached, NWREL final evaluation report									
Objective 3: see page 67, attached, from NWREL final evaluation report									

D. What factor(s) do you feel made the greatest contributions to students achieving the objectives?

1. A dedicated and highly professional staff at all levels strongly contributed to student success.
2. Intensive individual help outside the classroom averaging 4 hours per week per child with aide follow-through in the regular classroom.
3. The evaluation design provided formative and summative information:
   a. Skills management systems were used in three of the four components which facilitated focus on individual needs and progress.
   b. An internal program management system was implemented which provided feedback on the status of instructional and process objectives on a regular basis. This precluded "drift" from the approved objectives and program intent. Two Quality Assurance Specialists were invaluable in this respect and also provided training to bolster identified weak areas.
   c. The Northwest Regional Educational Laboratory, Audit and Evaluation Section, Portland, Oregon, assisted in the development of the evaluation plan and periodically monitored our strict adherence to the plan.
4. Parents in PACs were actively involved in the program, developing Title I informational brochures for other parents and revising the slide tape show, and participating in the video tape portraying program facets.
5. School District personnel at all levels from central administration to principals to regular classroom teachers were strongly supportive of Title I activities.

E. What problem(s) do you feel was most influential in preventing students from achieving the objectives?

1. The Reading student selection process allowed some students with relatively high ITBS Reading test scores to be in the program.

2. Title I students were absent an average of 13 days during the 1976-77 year which is far above the district average.

F. What changes have been made, or are you planning, in your regular school program as a result of your experience in this Title I project?

1. The RISE reading skills management system is achieving increasing support and use sithin the regular classroom setting by district teachers.

2. The district is considering using SWCEL as a part of the Bilingual program.

3. Oral Language has been identified as a major skill area and competency required in the district Language Arts Consultant.

VIII. PARENT ADVISORY COUNCIL REPORT (To be completed by the Parent Advisory Council Chairman

Signature M. F. Harper Date May 4, 1977

A. Membership

1. Number of members on your Title I Advisory Council (s) 16

2. Number of members who are parents of children participating in the Title I program. 16

Parents of children attending Title I schools. 16

School District Personnel 0

Other 0

3. Method of selecting members of the Advisory Council.

Volunteered and/or elected from the nine unit councils.

B. Meetings

1. Number of meetings held by the Advisory Council. 8

2. Indicate items receiving the most attention at Advisory Council meetings.

4 Program Operation	2 Program Planning	3 Program Evaluation
5 Program Budgeting	1 Needs Assessment	____ Other (Specific)

C. Advisory Council involvement in the Title I project. Check the items that apply.

- x Assisted in planning project
- x Read and approved final draft of project
- x Observed in classroom
- x Volunteer Aides
- ____ Paid employees of district
- ____ Assisted in preparing evaluation report
- x Read and approved evaluation report – FY 76

D. In the opinion of the Advisory Council:

1. Did this project help your students?

_X_ YES

In what ways?

SWCEL and DOL helped my son with his speech and he understands a lot more. I feel that the SWCEL program has helped my child not only to express himself more completely but also to understand more what was being asked of him. I am sold on the program. Reading has given him more self-confidence in himself as being able to cope with the classroom. Reading program helped my son 100%. The DOL program has helped my son catch-up with his classmates in all areas. His speech has improved remarkably.

___ NO

Table 7
Summary of Participant Performance on the ITBS (Reading)
Expressed in Terms of NCEs

School	Grade Level	Pre Avg.	Pre Hi	Pre Lo	Post Avg.	Post Hi	Post Lo	Avg. NCE Gain/Loss	n	Weighted Gain in NCEs by School
Chugach	2	42	59	10	51	63	29	9	9	
	3	32	43	18	47	64	32	15	13	13
	Total		59	10			64	29	22	
Denali	2	42	57	36	45	65	1	3	14	
	3	27	41	1	35	70	4	8	13	6
	Total		57	1		70	1		27	
Fairview	2	34	61	10	39	77	1	5	11	
	3	26	43	7	34	53	19	8	8	9
	Total		61	7		77	1		19	
Government Hill	2	32	59	1	51	72	43	19	15	
	3	38	47	29	48	63	31	10	4	19
	Total		59	1		72	31		19	
Mountain View	2	29	57	1	35	68	13	6	19	
	3	28	43	13	35	49	11	7	6	6
	Total		57	1		68	11		25	
North Star	2	36	68	1	44	68	13	8	18	
	3	27	40	1	38	61	15	11	11	9
	Total		68	1		68	13		29	
Northwood	2	39	59	1	49	65	10	10	20	
	3	56	81	40	53	65	34	-3	12	5
	Total		81	1		65	10		32	
Williwaw	2	41	55	26	55	65	43	14	16	
	3	46	73	10	47	70	29	1	9	4
	Total		73	10		70	29		25	
Woodland Park	2	42	66	1	50	72	35	8	24	
	3	33	33	33	56	61	42	23	1	9
	Total		66	1		72	35		25	

	Gr. 2	Gr. 3	Gr. 2 and 3
Total Gain -- All Schools	9	7	9
Total Gain Excluding Northwood and Williwaw	8	11	9

Table 3

Summary of SWCEL Test Performance by School

SWCEL Objective: 80% of SWCEL children will demonstrate a 30 point gain on the Southwestern Cooperative Educational Laboratory's Test of Oral English Production

School	# of Students			Students who equalled or surpassed objective			Pre Test (Date 9-75) Average Score (A)			Pre Test Low Score		Pre Test High Score		Post Test (Date 4-76) Average Score (B)			Post Test Low Score		Post Test High Score		Gain or Loss (B-A)		
	K	1	Tot	K	1	Tot	K	1	Tot	K	1	K	1	K	1	Tot	K	1	K	1	K	1	Tot
Chugach	No Chugach student in SWCEL this year																						
Denali	24	5	29	21	4	25	109	127	113	68	117	129	131	157	168	159	122	151	191	195	+ 48	41	46
Fairview	14	6	20	13	6	19	99	115	104	30	97	139	122	154	174	160	103	166	198	182	+ 55	59	56
Government Hill	17	5	22	16	4	20	106	106	106	28	31	139	144	155	164	157	101	101	191	199	+ 49	58	51
Mt. View	30	8	38	28	7	35	102	111	104	63	71	134	135	155	150	154	103	114	191	173	+ 53	39	50
North Star	7	5	12	5	5	10	98	100	99	0	1	132	134	144	176	157	124	154	159	203	+ 46	76	58
Northwood	No SWCEL																						
Williwaw	No SWCEL																						
Woodland Park	12	1	13	9	1	10	123	131	124	81	131	130	131	167	181	168	131	181	199	181	44	50	44
TOTAL	104	30	134	92	27	119	106	115	108	0	1	139	144	155	169	159	101	101	199	203	49	54	50

ESEA TITLE I TEST RESULTS
ANCHORAGE SCHOOL DISTRICT
SYSTEM FORD TEST RESULTS*
SEMANTICS E

OBJECTIVE: 20 of 100 children will demonstrate a 2 level gain on System FORD.

	Functional Language Level**																							
	Kindergarten							Grade 1							Grade 2						Grade 3					
		Pre			Post				Pre			Post				Pre			Post				Pre			Post		
School	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain
Chugach	3	2	2	3	7	5	9	5	8	5	5	6	9	7	12	4	7	8	7	9	12	10	16	5	0	10	9	12	15	12	18	5
Denali	18	4	2	6	9	7	11	5	9	5	3	7	9	8	11	4	9	6	3	9	12	9	15	6	0	NONE						
Fairview	10	2	0	4	6	3	9	4	7	6	5	8	10	9	12	4	12	6	3	9	13	10	15	7	10	11	9	13	15	14	17	4
Govt. Hill	11	2	0	5	6	4	8	4	12	4	1	7	9	8	11	5	4	5	1	9	11	8	14	6	2	5	1	9	10	10	11	5
Mt. View	6	4	3	6	7	7	8	3	17	5	4	6	9	9	10	4	8	8	6	10	12	11	14	4	4	10	9	12	14	14	14	4
North Star	5	2	0	4	8	7	9	6	12	7	6	9	11	9	13	4	12	8	7	10	13	11	15	5	3	8	8	9	15	13	17	7
Northwood	15	4	2	7	8	5	11	4	11	7	6	9	13	10	17	6	0	NONE							0	NONE						
Williwaw	10	4	4	5	8	7	10	4	12	7	4	11	12	10	15	5	9	11	10	12	15	14	17	4	0	NONE						
Woodland Park	16	2	0	5	7	5	9	5	17	8	4	12	10	6	14	2	11	8	7	10	12	10	14	4	1	6	6	6	16	16	16	10
TOTAL	94		13	45		50	84		105		38	75		76	115		72		44	78		83	120		30		42	61		83	93	

*Note: 2 levels gain is approximately equal to one year's growth.
**See page 64 of the Northwest Regional Educational Laboratory's Final Evaluation Report.

ESEA TITLE I TEST RESULTS
ANCHORAGE SCHOOL DISTRICT
SYSTEM FORE TEST RESULTS*
SEMANTICS R

OBJECTIVE: 80% of ADL children will demonstrate a 2 level gain on System FORE.

	Functional Language Level**																							
	Kindergarten							Grade 1							Grade 2						Grade 3					
		Pre			Post				Pre			Post					Pre			Post				Pre			Post			
School	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain
Chugach	3	2	2	3	7	5	9	5	8	5	5	6	9	7	12	4	7	8	7	9	12	9	16	4	10	10	9	12	16	14	18	6
Denali	18	4	2	6	8	6	11	4	9	5	4	7	9	8	11	4	9	5	2	0	12	9	15	7	0	NONE						
Fairview	10	2	0	4	6	3	9	4	7	5	3	8	10	9	12	5	12	5	2	9	10	5	16	5	10	11	9	13	15	14	17	4
Govt. Hill	11	3	0	6	6	4	8	3	12	4	1	7	9	8	11	5	4	4	0	9	11	8	14	7	2	5	1	9	10	10	11	5
Mt. View	6	4	2	6	7	7	8	3	17	4	3	6	9	9	10	5	8	8	6	10	12	11	14	4	4	10	9	12	14	14	14	4
North Star	5	1	0	3	8	7	9	7	1[illegible]	7	5	9	11	9	13	4	12	8	7	10	13	11	15	5	3	8	8	9	15	13	17	7
Northwood	15	5	3	7	7	5	9	2	11	8	7	9	13	10	17	5	0	NONE							0	NONE						
Williwaw	10	4	3	6	8	7	10	4	12	8	5	11	12	10	15	4	9	11	10	12	15	14	17	4	0	NONE						
Woodland Park	16	2	0	4	7	6	9	4	17	8	4	12	10	7	14	4	11	8	7	10	13	11	16	5	1	6	6	6	16	16	16	10
TOTAL	94		12	45		50	82		105		37	75		77	115		72		41	69		78	123		30		42	61		81	93	

*Note: 2 levels gain is approximately equal to one year's growth.
**See page 64 of the Northwest Regional Educational Laboratory's Final Evaluation Report.

ESEA TITLE I TEST RESULTS
ANCHORAGE SCHOOL DISTRICT
SYSTEM FORL TEST RESULTS*
SYNTAX

OBJECTIVE: 80% of ADE children will demonstrate a 2 level gain on System FORL.

	Functional Language Level**																							
	Kindergarten								Grade 1								Grade 2							
		Pre			Post					Pre			Post					Pre			Post			
School	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain
Chugach	3	3	3	3	6	5	8	3	8	6	5	7	9	8	11	3	7	8	7	9	14	10	18	6
Denali	18	4	2	7	7	7	8	3	9	6	5	8	10	8	13	4	9	6	3	9	12	10	15	6
Fairview	10	2	0	4	5	3	8	3	7	4	3	6	9	8	11	5	12	8	3	13	8	3	14	0
Govt. Hill	11	3	0	6	5	2	8	2	12	3	0	6	9	8	10	6	4	6	0	12	10	7	14	4
Mt. View	6	4	3	6	7	7	8	3	17	5	4	7	9	9	10	4	8	8	6	10	12	11	14	4
North Star	5	2	0	4	8	7	9	6	12	7	7	8	10	9	12	3	12	9	7	11	12	9	15	3
Northwood	15	4	2	7	7	5	9	3	11	7	4	10	11	9	14	4	0	NONE						
Williwaw	10	4	2	7	8	8	9	4	12	7	7	8	11	9	14	4	9	9	7	11	16	14	18	7
Woodland Park	16	3	0	6	7	5	9	4	17	7	4	10	11	8	14	4	11	9	6	12	12	10	14	3
TOTAL	24		12	50		49	76		104		39	70		76	109		72		39	87		74	122	

	Grade 3							
		Pre			Post			
School	N	Avg	Low	High	Avg	Low	High	Gain
Chugach	10	11	9	13	14	13	15	3
Denali	0	NONE						
Fairview	10	11	8	14	14	13	15	3
Govt. Hill	2	5	0	10	12	12	12	7
Mt. View	4	10	9	12	14	14	14	4
North Star	3	8	7	10	14	14	15	6
Northwood	0	NONE						
Williwaw	0	NONE						
Woodland Park	1	13	13	13	14	14	14	1
TOTAL	30		46	72		67	85	

*Note: 2 levels gain is approximately equal to one year's growth.
**See page 61 of the Northwest Regional Educational Laboratory's Final Evaluation Report.

ESEA TITLE I TEST RESULTS
ANCHORAGE SCHOOL DISTRICT
SYSTEM FORE TEST RESULTS*
MORPHOLOGY

OBJECTIVE: 80% of DOL children will demonstrate a 2 level gain on System FORE.

	Functional Language Level**																							
	Kindergarten							Grade 1							Grade 2					Grade 3					
		Pre			Post				Pre			Post				Pre			Post				Pre			Post			
School	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain	N	Avg	Low	High	Avg	Low	High	Gain
Chugach	3	3	3	3	7	5	9	4	8	5	4	7	10	8	13	5	7	8	7	9	13	12	15	5	10	9	7	11	14	13	15	5
Denali	18	4	2	7	7	6	9	3	9	6	5	8	10	8	12	4	9	7	3	11	11	9	14	4	0	NONE						
Fairview	10	2	0	4	6	3	9	4	7	5	3	8	10	8	13	5	12	6	3	10	8	3	14	2	10	10	8	13	14	11	17	1
Govt. Hill	11	4	2	6	5	2	8	1	12	5	3	8	8	6	10	3	4	5	0	10	10	8	13	5	2	4	0	9	9	8	11	5
Mt. View	6	4	3	6	7	7	8	3	17	5	4	7	9	9	10	4	8	8	6	10	13	11	15	5	4	10	9	12	14	14	15	4
North Star	5	2	0	4	8	7	9	6	12	7	5	10	11	9	13	4	12	8	7	10	12	10	14	4	3	9	7	11	15	15	15	6
Northwood	15	4	2	7	8	5	11	4	11	7	4	10	11	10	13	4	0	NONE							0	NONE						
Willisaw	10	3	2	5	8	7	10	5	12	7	5	10	12	10	15	5	9	10	7	13	14	13	15	4	0	NONE						
Woodland Park	16	3	0	6	7	5	9	4	17	7	4	10	11	9	14	4	11	9	6	12	13	12	14	4	1	6	6	6	14	14	14	8
TOTAL	94		14	48		47	82		105		37	78		77	113		72		39	85		78	114		30		37	62		75	87	

*Note: 2 levels gain is approximately equal to one year's growth.
**See page 64 of the Northwest Regional Educational Laboratory's Final Evaluation Report.

B. Rural – Kuspuk

B. Rural – Kuspuk

The Kuspuk School District is typical of the large rural districts which until 1977 were classified as regions of the Alaska Unorganized Borough School District. The regions have since become school districts with the same operational capabilities as other independent school districts in the state.

The District is composed of eight village sites along the middle reaches of the Kuskokwim River. It has a school population of 360, the largest school having 116 students, the smallest, 6.

The Kuspuk Title I program, as conducted in all Title I schools, had two components, Language Arts including Reading, and Mathematics. A third component, Early Childhood Development, which is common to most rural districts, was conducted in three village sites too small for either kindergarten or Head Start.

The Early Childhood program was a classroom based pre-school for four and five year olds, who, like those in other rural districts, come largely from homes where language use in any language is minimal. Instruction for small groups in half-day sessions included readiness skills in preparation for their first regular school year.

Teachers in ECD were usually native aides whose only training had been provided by Title I inservice sessions. Fortunately most aides have stayed with the programs from year to year. With the accumulated aide training, instruction has been more effectively keyed to objectives.

Measuring instruments have advanced from checklists to more complex evaluations such as the Santa Clara Inventory and the Denver Developmental Screening Test.

In the Kuspuk area twelve aides and seventeen teachers received instructional training during the equivalent of three full work days. The training was delivered on-site by supervisory teachers and consultants. This type of inservice was reported effective for the project. Local district funding for Title I inservice was more than twice as much as was funded under Title I.

TITLE I, ESEA, EVALUATION REPORT, FY-77

School District Kuspuk School District Date May 23, 1977

Person Completing Report Jim Reynolds

I. PROJECT STATISTICS

a. Project Number 77361-1 Project Title Kuspuk School District Supplemental Language Arts/Math Program and Early Childhood Development

b. Type of project: Regular term X Summer term _____ Both _____

c. Average number of hours of participation per week 227.5
Project duration (number of weeks) 36

d. Total amount of Title I funds expended $103,001 (amount approved including indirect cost)

e. Number of pupils participating in this project (unduplicated) 112 (includes ECD)

f. Cost per pupil (Item d divided by item e) $919.65

II. DISSEMINATION OF PROJECT INFORMATION AND DATA

Information was disseminated: YES X NO ___

Enclose copies of any news articles, newsletters, publications or pictures used in the dissemination of this project.

III. MAJOR PROBLEM AREAS

List suggestions or recommendations that you feel would have enabled you to better implement your Title I project.

PROBLEM	RECOMMENDATION
1.) Certain schools in the district did not administer the Iowa Basic Skills Test last spring which created problems in identifying target students.	1.) Visit and explain the importance, plus the requirements, for pre and post-testing. Also, the district is changing to the WRAT because it correlates with the PIAT administered in the district. (Peabody Individual Achievement Test)
2.) There appears to be a dearth of people that are willing to work as Title I aides.	2.) Employ the services of the C.S.C. in recruiting employees. Import people that are interested in working with students.
3.) The lack of classroom facilities also hampered the teaching process.	3.) Hopefully, this problem will be solved as the new high schools are built.
4.) When we order equipment and supplies, it usually requires 6 months for delivery.	4.) If the State Dept. of Ed. could approve the Title I project in March or April, we could be ready to start by September.

IV. TITLE I STAFF

A.

How many positions were funded by Title I for this project?			
STAFF POSITION	Number	Hours Per Week	Weeks Employed
Elementary Teachers	0		
Secondary Teachers	0		
Administratration/ Supervision	0		
Pupil Services	0		
Educational Aides	12	277.5	9-36
Other Professional	0		
Other Non-Professional	0		

B. PROJECT STAFF DEVELOPMENT

1. Approximate amount of Title I funds used for inservice training. $1350.00*

2. Approximate amount of local funds used for inservice training for Title I programs. $ 2926.00*

3. Approximate number of hours spent on inservice training for Title I programs. 216

4. Give the number of staff receiving training during summer and/or school year for Title I programs.

   Teachers 17

   Aides 12

   Other (specify) -0-

5. If consultants were used for inservice training, indicate the numbers following the appropriate item.

   Member university or college staff _____
   State Department of Education personnel _____
   Specialists from school staff _____
   Principals 8
   Administrators 2
   Supervisors _____
   Other (Specify) _____

*This figure represents the equivalent of three full days of in-service training for the aides at each of the eight school sites.

6. Briefly describe the value of the inservice program to your staff:

Expected Outcome	Observed Outcomes
1.) To become better language arts and math aides. Stress the importance of these basic tools to the future of the children.	1.) Aides gained a better grasp of the subject matter and its importance to the future of the children.
2.) Learn the use of teaching aids and machines including all audio-visual equipment and video tape recorder.	2.) The aides on all sites were observed using the video tape recorder plus the language masters, math kits, and digitor math drill computer.

V. PARTICIPATING STUDENTS

A. Number of participating students by grade level (unduplicated count)

Pre-K ____
K 18
1-3 33
4-6 33
7-9 28
10-12 ____

Non-public schools ____ Grade Level ____

B. Number of participating students by program and grade level and (duplicated count)

SERVICE AND ACTIVITIES	Public School						Nonpublic Schools	Totals
	Pre-K	K	1-3	4-6	7-9	10-12		
1) English Language Arts (except reading)			24	27	23			74
2) Reading		18	24	27	23			74
3) Math		18	25	21	19			65
4) Other (specify)								
Total		36	73	75	65			249*

*A total of 112 students participated in Title I activities at 8 school sites. The figure of 249 includes the students in the ECD program being counted twice in Reading and Mathematics, and the students in grades 1-9 being counted twice in Language Arts and Reading.

B. Indicate procedures or methods used to select the Title I participants.

Standardized Testing (specify) WRAT, IBST and MAT

Guidance/Counselor _____

Grades _____

Teacher made tests _____

Teacher referral _____

Other (specify) _____

VI. PROGRAM OPERATION

A. Check the techniques listed below that were used to implement your Title I activity.

X	Individualized Instruction	X	Large Group Instruction (8-15)
X	Tutorial Assistance		Field Trips
X	Small Group Instruction (2-7)		Individualized Counseling
	Group Counseling Sessions		Other (specify) _____
X	Individual Learning Packets		Other (specify) _____

B. List equipment purchased this year for this Title I project.

Item	Date Received	Frequency of Use

No equipment was purchased for the Kuspuk School District during FY '77. Equipment being defined as any item costing $300 or more.

VII. EVALUATION OF OBJECTIVES

A. Briefly state the main student objectives of your project.

Objective No. 1 Children enrolled in the ECD programs will be better prepared to enter first grade. They will have exposure to the basic numbering system, alphabet drills and socialization process found in the classroom.

Objective No. 2 Target students in Language Arts will strive to achieve the proper grade level.

Objective No. 3 Target students in Mathematics will strive to achieve the proper grade level.

Objective No. 4 _____

B. Report the number of children who either (1) failed to achieve the objective or (2) equaled or surpassed the objective.

OBJECTIVES	NUMBER OF TARGET STUDENTS	DID NOT ACHIEVE OBJECTIVE	EQUALED OR SURPASSED OBJECTIVE	METHOD OF DETERMINING SUCCESS				
				STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TEST	OTHER
No. 1	18	4	14		X			
No. 2	74	44	30	X				
No. 3	65	42	23	X				
No. 4								

*See attached sheets.

C. Record the average, low, and high scores of the target students for each grade level. Record the scores as percentiles, grade level equivalents or any other unit of measurement that is appropriate. Use the same unit for both pre and post tests. Attach any information that you feel would help us interpret your data.

Indicate the unit of measurement employed. Grade level equivalents.

Please note that the following information pertains to Language Arts since a subject is not listed above.

GRADE LEVEL(S)	NUMBER OF STUDENTS	NAME OF TEST	PRE-TEST (DATE Sept., 1976)			POST-TEST (DATE April, 1977)			GAIN OR LOSS (B-A)
			AVERAGE SCORE(A)	LOW SCORE	HIGH SCORE	AVERAGE SCORE(B)	LOW SCORE	HIGH SCORE	
1	6	WRAT	.51	PK.7	1.2	1.33	K.4	2.2	+.82
2	9	WRAT	1.65	1.3	2.3	2.45	1.7	3.3	+.80
3	9	WRAT	2.39	1.6	4.5	3.59	2.3	7.2	+1.20
4	10	WRAT	2.90	2.2	4.4	3.82	2.4	5.1	+.92
5	6	IBST-MAT-WRAT	2.96	2.2	3.9	3.71	2.7	4.7	+.75
6	11	IBST-MAT-WRAT	3.60	2.2	4.8	4.56	3.0	5.8	+.96
7	14	IBST-MAT-WRAT	4.68	3.6	6.5	5.84	4.5	7.5	+1.16
8	9	IBST-MAT-WRAT	5.08	3.7	6.8	6.02	4.0	7.7	+.94

D. What factor(s) do you feel made the greatest contribution to students achieving the objectives.

1. Concentrated and individual attention displayed by the aides plus good equipment and interesting materials.

2. The skill and enthusiasm of the aides combined with close teacher-aide rapport.

E. What problem(s) do your feel was most influential in preventing students from achieving the objectives.

1. The home environment is very poor for most of the students within the district. This type of atmosphere prevents students from total concentration on the stated goals.

2. The student is provided with poor role models in the home.

3. Peer group pressure works against some of the students.

4. In some cases, the teaching staff is not interested in the Title I program.

F. What changes have been made, or are your planning, in your regular school program as a result of your experience in this Title I project.

1. The Title I program will continue to operate utilizing the present system, however, there will be two or three changes. First, we are going to use the WRAT throughout the district because it correlates with the PIAT administered in the district. Also, we will be able to test all students in one day twice each year. If the testing is administered over a 3-4 day period, students often get bored and discouraged and are absent for 2-3 weeks making test results incomplete. Second, we plan to employ the services of Kuskokwim Community College in establishing a 3-5 day workshop on Title I aide training. Third, our district is employing an additional District Office administrator, who will assume part of my present responsibilities. This will allow me additional time to administer and monitor the Title I program.

2. The ECD program will continue to operate using the present system.

VIII. PARENT ADVISORY COUNCIL REPORT (To be completed by the Parent Advisory Council Chairman)

Signature George White Date 5/31/77

A. Membership

1. Number of members on your Title I Advisory Council(s) 8

2. Number of members who are parents of children participating in the Title I program. 6

Parents of children attending Title I schools. 7

School District Personnel 1

Other _____

3. Method of selecting members of the Advisory Council.

Selected by the Community School Committee in each village.

B. Meetings

1. Number of meetings held by the Advisory Council. 2

2. Indicate items receiving the most attention at Advisory Council meetings.

X Program Operation X Program Planning X Program Evaluation

X Program Budgeting ____ Needs Assessment ____ Other (Specify)

C. Advisory Council involvement in the Title I project. Check the items that apply.

X Assisted in planning project
____ Read and approved final draft of project
X Observed in classroom
____ Volunteer Aides
X Paid employees of district
____ Assisted in preparing evaluation report
X Read and approved evaluation report

D. In the opinion of the Advisory Council:

1. Did this project help your students?

✓ YES

In what ways? Self esteem improvement.

____ NO

Why not? _____

D. What factor(s) do you feel made the greatest contribution to students achieving the objectives.

Parental involvement and support It is felt that even greater support will be forthcoming next year. Small gains were made this year that may not be "picked up" by the test instruments used.

E. What problem(s) do your feel was most influential in preventing students from achieving the objectives.

In one case we were not able to hire an aide until late in the year because no one in the village wanted the job. After a person was hired, the job was filled for only 2 weeks, and remained vacant for the rest of the year.
The level of expertise the available aides have in reading and math skills greatly limits their independence, initiative and function. Space, always limited, sometimes creates problems, especially in tutoring situations.

F. What changes have been made, or are your planning, in your regular school program as a result of your experience in this Title I project.

Testing programs will hopefully be more carefully administered. Ours is currently under development by the Curriculum Director.

TITLE I TARGET STUDENTS 1976-77
Aniak

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	1	L.A.	1.6	
2. [redacted]	2	L.A. & Math	1.8	.1
3. [redacted]	2	L.A. & Math	.6	.5
4. [redacted]	2	L.A. & Math	.4	.6
5. [redacted]	2	L.A. & Math	.8	.5
6. [redacted]	3	Math		1.7
7. [redacted]	3	L.A.	2.7	
8. [redacted]	4	L.A. & Math	.6	1.5
9. [redacted]	4	L.A. & Math	1.9	0
10. [redacted]	4	L.A. & Math	2.0	1.7
11. [redacted]	5	Math		0
12. [redacted]	5	L.A.	0	
13. [redacted]	6	L.A.	1.1	
14. [redacted]	7	L.A.	.5	
15. [redacted]	7	L.A.	1.2	
16. [redacted]	7	L.A. & Math	2.5	1.3
17. [redacted]	7	Math		.8
18. [redacted]	8	Math		0

*Gains are expressed in months.

TITLE I TARGET STUDENTS 1976-77
Chuathbaluk

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	2	L.A. & Math	.7	.7
2. [redacted]	2	L.A.	.9	
3. [redacted]	3	L.A. & Math	.9	.8
4. [redacted]	4	L.A. & Math	.5	.3
5. [redacted]	6	L.A.	1.5	
6. [redacted]	6	L.A. & Math	1.3	1.1
7. [redacted]	7	L.A.	0	
8. [redacted]	7	L.A.	0	
9. [redacted]	8	L.A.	.7	
10. [redacted]	8	Math		1.0

*Gains are expressed in months

TITLE I TARGET STUDENTS 1976-77
Crooked Creek

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	1	L.A.	1.2	
2. [redacted]	2	L.A. & Math	0	0
3. [redacted]	2	Math		.8
4. [redacted]	2	L.A.	.8	
5. [redacted]	4	L.A.	.3	
6. [redacted]	6	L.A. & Math	1.0	2.2
7. [redacted]	7	L.A. & Math	1.0	.8
8. [redacted]	8	L.A. & Math	1.0	2.2
9. [redacted]	8	L.A. & Math	0	0

*Gains are expressed in months.

TITLE I TARGET STUDENTS 1976-77
Lower Kalskag

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	1	L.A. & Math	1.2	1.2
2. [redacted]	1	L.A. & Math	1.5	1.4
3. [redacted]	2	Math		1.4
4. [redacted]	2	Math		.8
5. [redacted]	3	L.A. & Math	1.3	1.2
6. [redacted]	3	L.A. & Math	1.2	1.4
7. [redacted]	3	L.A. & Math	1.0	.2
8. [redacted]	3	L.A.	.7	
9. [redacted]	3	Math		.4
10. [redacted]	4	L.A. & Math	.9	1.4
11. [redacted]	4	L.A. & Math	1.9	.6
12. [redacted]	5	L.A. & Math	.1	0
13. [redacted]	5	L.A.	.8	
14. [redacted]	5	L.A.	1.9	
15. [redacted]	6	L.A. & Math	.4	.6
16. [redacted]	6	L.A. & Math	1.9	.9
17. [redacted]	6	L.A. & Math	.2	0
18. [redacted]	6	L.A. & Math	2.0	1.2
19. [redacted]	7	L.A. & Math	2.6	1.9
20. [redacted]	7	L.A. & Math	2.3	2.0
21. [redacted]	7	L.A. & Math	.8	.9
22. [redacted]	7	L.A. & Math	1.0	1.8
23. [redacted]	8	L.A. & Math	2.3	1.8

*Gains are expressed in months.

TITLE I TARGET STUDENTS 1976-77
Red Devil

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	1	Math		.2
2. [redacted]	4	L.A.	.2	
3. [redacted]	5	Math		1.8
4. [redacted]	8	L.A.	0	

*Gains are expressed in months.

TITLE I TARGET STUDENTS 1976-77
Sleetmute

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	2	L.A. & Math	.3	1.0
2. [redacted]	5	Math		2.0
3. [redacted]	5	L.A.	.6	
4. [redacted]	7	Math		1.8
5. [redacted]	7	L.A. & Math	2.5	1.9
6. [redacted]	7	L.A.	0	
7. [redacted]	8	Math		.4
8. [redacted]	8	L.A.	1.4	

*Gains are expressed in months.

TITLE I TARGET STUDENTS 1976-77
Stony River

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	4	L.A.	1.8	
2. [redacted]	4	Math		0
3. [redacted]	6	L.A.	.7	
4. [redacted]	6	Math		0
5. [redacted]	6	L.A. & Math	.8	1.8
6. [redacted]	7	L.A. & Math	1.1	1.4

*Gains are expressed in months.

TITLE I TARGET STUDENTS 1976-77
Upper Kalskag

NAME	GRADE	SUBJECT	L.A. GAINS*	MATH GAINS*
1. [redacted]	1	L.A.	0	
2. [redacted]	1	Math		0
3. [redacted]	1	L.A. & Math	1.9	0
4. [redacted]	2	Math		.5
5. [redacted]	3	L.A.	.7	
6. [redacted]	3	L.A. & Math	1.1	1.0
7. [redacted]	3	Math		1.2
8. [redacted]	3	L.A. & Math	.5	0
9. [redacted]	4	L.A. & Math	.2	.9
10. [redacted]	4	Math		1.4
11. [redacted]	5	L.A.	1.1	
12. [redacted]	6	L.A.	.8	
13. [redacted]	7	L.A. & Math	1.2	.6
14. [redacted]	8	L.A. & Math	.7	.8
15. [redacted]	8	L.A. & Math	0	0
16. [redacted]	8	L.A.	.8	

*Gains are expressed in months.

C. Small Town – Cordova

C. **Small town – Cordova**

Cordova's Title I program is typical of those in smaller districts that lie within the boundaries of a small town. The kinds of personnel employed and activities conducted are also much the same.

Two reading specialists worked 20 hours per week each, and two instructional aides worked a total of 60 hours per week. They served 69 students, K-8, in a remedial reading program, "Educational Improvement Through Use of A Reading Specialist." The staff attributed student gains not only to individual and small group instruction, but to the creative atmosphere, in which children were free to express their frustrations and ask questions, and in turn to receive encouraging support. Equipment purchased this year also allowed for a high degree of individualization.

Although in many other districts teacher and aide training were important components of the Title I programs, in Cordova an orientation session for teachers and aides appeared to be adequate. The program had been in existence for several years, and aides and teachers had worked closely together on an informal basis.

TITLE I, ESEA, EVALUATION REPORT, FY-77

School District Cordova Public Schools Date May 1977

Person Completing Report Mariea Shafer and Susie Cary

I. PROJECT STATISTICS

a. Project Number 77031-1 Project Title I

b. Type of project: Regular term X Summer term ____ Both ____

c. Average number of hours of participation per week 35 ~~hr.~~
Project duration (number of weeks) 36 wk.

d. Total amount of Title I funds expended $35,020.00

e. Number of pupils participating in this project (unduplicated) 69

f. Cost per pupil (Item d divided by item e) $507.54

II. DISSEMINATION OF PROJECT INFORMATION AND DATA

Information was disseminated: YES X NO ___

Enclose copies of any news articles, newsletters, publications or pictures used in the dissemination of this project.

III. MAJOR PROBLEM AREAS

List suggestions or recommendations that you feel would have enabled you to better implement your Title I project.

PROBLEM	RECOMMENDATION
None	None

IV. TITLE I STAFF

A.

How many positions were funded by Title I for this project?			
STAFF POSITION	Number	Hours Per Week	Weeks Employed
Elementary Teachers	1	20	36
Secondary Teachers	1	20	36
Administratration/ Supervision			
Pupil Services			
Educational Aides	1 1/2	60	36
Other Professional			
Other Non-Professional			

B. PROJECT STAFF DEVELOPMENT

1. Approximate amount of Title I funds used for inservice training. $ 0

2. Approximate amount of local funds used for inservice training for Title I programs. $ 0

3. Approximate number of hours spent on inservice training for Title I programs. 2

4. Give the number of staff receiving training during summer and/or school year for Title I programs.

   Teachers 32

   Aides 6

   Other (specify) _____

5. If consultants were used for inservice training, indicate the numbers following the appropriate item.

   Member university or college staff 0
   State Department of Education personnel 0
   Specialists from school staff 2
   Principals 0
   Administrators 0
   Supervisors 0
   Other (Specify) 1 1/2 aides

6. **Briefly describe the value of the inservice program to your staff:**

Expected Outcome	Observed Outcomes
1. To better understand the 1975-1976 Title I Program as a supplimental program.	1. Each student in Title I had two reading sessions each day: classroom and remedial reading.
2. To develop more effective referral procedures.	2. Participation of teachers, special education, speed and language, and reading specialists in referral and placing of students in programs.
3. To understand and evaluate the Right to Read program	3. Participation of staff in discussion of Right to Read Conference.
4. To identify pupil need.	4. Needs assessment through teacher observation, informal evaluation and standardized, testing with final referral and placement in programs for specific needs.
5. To encourage cooperation and discussion between classroom teacher and the reading specialist.	5. Discussional meetings on specific students attended by all teachers who directly or indirectly influence those students.

V. PARTICIPATING STUDENTS

A. Number of participating students by grade level (unduplicated count)

Pre-K ____
K 42
1-3 3
4-6 9
7-9 15
1o-12 ____

Non-public schools 0 Grade Level ____

B. Number of participating students by program and grade level and (duplicated count)

SERVICE AND ACTIVITIES	Public School						Nonpublic Schools	Totals
	Pre-K	K	1-3	4-6	7-9	10-12		
1) English Language Arts (except reading)								
2) Reading	0	42	3	9	15	0	0	69
3) Math								
4) Other (specify)								
Total	0	42	3	9	15	0	0	69

B. Indicate procedures or methods used to select the Title I participants.

Standardized Testing (specify) Standard Achievement Test and the Lippincott Reading Readiness Test

Guidance/Counselor _____

Grades _____

Teacher made tests _____

Teacher referral Teacher referrals were used

Other (specify) Diagnostic Woodcock Reading Mastery test

VI.. PROGRAM OPERATION

A. Check the techniques listed below that were used to implement your Title I activity.

x	Individualized Instruction	_____	Large Group Instruction (8-15)
_____	Tutorial Assistance	_____	Field Trips
x	Small Group Instruction (2-7)	_____	Individualized Counseling
_____	Group Counseling Sessions	_____	Other (specify) _____
_____	Individual Learning Packets	_____	Other (specify) _____

B. List equipment purchased this year for this Title I project.

Item	Date Received	Frequency of Use
3 Singer Readermate	Sept. 76 / 75	daily
1 cassette Redorder	" "	"
1 film strip projector	" "	"
1 Singer School Mate w/case	"	"
1 Tachistoscope	"	"
1 Avedex headphones	"	"
1 Singer Reader		"
1 Dukane Cassette AV matic	"	"

VII. EVALUATION OF OBJECTIVES

A. Briefly state the main student objectives of your project.

Objective No. 1 To raise the reading proficiency of students who have previously not grown at a normal rate and who are below grade level to normal rate of growth (normal as defined in this case is one year of growth per school year as measured by standardized tests.)

Objective No. 3

Objective No. 4

B. Report the number of children who either (1) failed to achieve the objective or (2) equaled or surpassed the objective.

OBJECTIVES	NUMBER OF TARGET STUDENTS	DID NOT ACHIEVE OBJECTIVE	EQUALED OR SURPASSED OBJECTIVE	METHOD OF DETERMINING SUCCESS: STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION REFERENCE TEST	OTHER
No. 1	27	6	15	Standard Ach. test (reading) 5 had no pretest for comparison. Woodcock Reading Mastery test. Lippincott Reading Readiness.				
No. 2	27	9	16					
No. 3	42	9	33					
No. 4								

C. Record the average, low, and high scores of the target students for each grade level. Record the scores as percentiles, grade level equivalents or any other unit of measurement that is appropriate. Use the same unit for both pre and post tests. Attach any information that you feel would help us interpret your data.

Indicate the unit of measurement employed. Grade level equivalents according to national norms.

GRADE LEVEL(S)	NUMBER OF STUDENTS	NAME OF TEST	PRE-TEST(DATE Sept. 76 Jan 76): AVERAGE SCORE(A)	LOW SCORE	HIGH SCORE	POST-TEST(DATE May 77 Jan 77): AVERAGE SCORE(B)	LOW SCORE	HIGH SCORE	GAIN OR LOSS (B-A)
K	42	Lippencott Reading Readi.	71.6	22	99	91.3	5	104	31.21
2-6	12	WRMT	4.1	1.8	5.6	5.3	3.2	8.2	+1.2
7-8	15	WRMT	5.8	4.7	7.5	7.0	4.9	10.0	+1.3
2-6	12	Stanford	3.5	2.3	5.9	5.3	3.8	7.0	+1.6
7-8	15	Stanford	5.9	5.2	7.2	7.0	3.4	9.8	+1.5

D. What factor(s) do you feel made the greatest contribution to students achieving the objectives.

The greatest factor in enabling students to achieve the objective was the double session of reading each day. The individual and small group atmosphere with 45 additional minutes of reading each day was another important factor. Many of these students were quiet and benefited from individualization to express their answers. Some were new students to the district who had not had the benefit of a sequential reading program. Note that less students in the lower grades qualified for remedial reading due to an effective, well planned, sequential reading program which affects all students in fourth grade and below.

E. What problem(s) do your feel was most influential in preventing students from achieving the objectives.

It was felt that problems preventing achievement were multiple and possibly included factors not touched by these classes.

F. What changes have been made, or are your planning, in your regular school program as a result of your experience in this Title I project.

We plan more intensive input from all teachers affecting individual students who are in need in special areas; this would include conferences by staff on individual students and staff-parent conferences.

VIII. PARENT ADVISORY COUNCIL REPORT (To be completed by the Parent Advisory Council Chairman)

Signature: Paula Carroll Marilyn Myers Date 5-20-77

A. Membership Elizabeth Gettengill Kathryn Andersen Carole Pritchett

1. Number of members on your Title I Advisory Council(s) 5

2. Number of members who are parents of children participating in the Title I program. 5

Parents of children attending Title I schools. 5

School District Personnel 2

Other _____

3. Method of selecting members of the Advisory Council.

Nominated by parents of children participating in Title I Program.

B. Meetings

1. Number of meetings held by the Advisory Council. 3

2. Indicate items receiving the most attention at Advisory Council meetings.

x Program Operation x Program Planning x Program Evaluation

_____ Program Budgeting x Needs Assessment _____ Other (Specify)

C. Advisory Council involvement in the Title I project. Check the items that apply.

x Assisted in planning project
x Read and approved final draft of project
_____ Observed in classroom
_____ Volunteer Aides
_____ Paid employees of district
_____ Assisted in preparing evaluation report
x Read and approved evaluation report

D. In the opinion of the Advisory Council:

1. Did this project help your students?

✓ YES

In what ways? Shows improvement in reading ability & appreciation

____ NO

Why not? _____

S.A.T 1977

	1976	1977	Growth
Grade 2 T.R. 4.3			
1.	2.3	3.8	1.5
2.	-	3.1	-
Grade 3 T.R. 5.0			
3.	-	3.5	-
Grade 4 T.R. 6.2			
4.	3.2	4.4	1.2
Grade 5 T.R. 7.0			
5.	3.9	6.2	2.3
6.	4.1	5.6	1.5
7.	3.2	5.6	2.4
8.	3.5	5.4	1.9
9.	3.9	6.3	2.4
Grade 6 T.R. 8.1			
10.	5.6	6.2	.6
11.	5.9	7.0	1.1
12.	5.1	6.2	1.1

Average rate of growth 1.6

WOODCOCK READING MASTERY TEST

1976-1977

	1976	1977	Growth
Grade Two			
1.	1.8	3.2	1.4
2.	2.2	3.6	1.4
Grade Three			
3.	3.5	4.7	1.3
Grade Four			
4.	3.4	4.7	1.3
Grade 5			
5.	4.9	6.8	1.9
6.	4.1	5.4	1.3
7.	4.6	5.4	.8
8.	4.3	5.4	1.1
9.	4.6	4.9	.3
Grade Six			
10.	5.6	6.0	.4
11.	5.6	8.2	2.6
12.	4.9	5.6	.7
		Average Rate of Growth	1.2

C.A.T 1976-77

	1976	1977	Growth
Grade 2			
1.	-	3.6	-
2.	-	3.5	-
Grade 3			
3.	2.3	5.1	2.8
Grade 4			
4.	3.0	4.6	1.6
Grade 5			
5.	4.1	6.0	1.9
6.	4.5	5.3	.8
7.	3.7	5.1	1.4
8.	4.4	5.3	.9
9.	4.1	5.4	1.3
Grade 6			
10.	-	6.5	-
11.	5.9	5.7	- .2
12.	3.8	4.2	.4

Average rate of growth 1.2

Thursday, September 30, 1976

Remedial reading program offered at Mt. Eccles School

The E.S.E.A. Title I Remedial Reading Program is again in effect this year at Mt. Eccles Elementary and in the junior high. Student selection will be based on teacher recommendations and reading scores from standardized achievement tests. Following this selection, students will be given a diagnostic reading test to determine area(s) of deficiency. Individual student programs will then be designed to meet the student's needs in reading as demonstrated by the diagnostic test. The student will be instructed individually and in small groups according to their needs.

This project will supplement the basic reading program. It will provide individual and small group instruction, and incorporate the basic text series as used in the regular classroom. The high interest/low vocabulary material, chosen by the reading specialist to meet individual needs, will increase the total time spent on reading.

The Remedial Reading instructor will communicate throughout the year with parents and teachers of students in the program to discuss the progress of the student. Parents are also actively involved in the reading program as members of the Parent Advisory Council.

Parents are always concerned about how they can best help their youngsters in school. You can aid your learner's reading in a variety of ways:

1. Encourage your child to speak clearly and write legibly at all times.
2. Show an interst in your child's reading material.
3. Encourage your child to take his questions to his/her teacher when he/she needs help.
4. Set a good example by reading a good deal yourself.
5. Provide books and magazines at home to encourage reading.
6. Provide a good home study area with good lighting and free of distractions.
7. Make use of the public library.
8. Encourage reading as a form of recreation.

Parents are invited to visit reading classes and encouraged to discuss ways in which the reading program will be most effective for their child.

REMEDIAL READING SURVEY

Name of Student _____

Current Teacher _____ Grade _____

Does student work with a reading group in your classroom? _____

Lippincott Book currently being used _____

Will above book be completed this year? _____

Anticipated book for beginning of next year _____

Does student now use Lippincott workbook and/or dittos? _____

Does student use grade level texts in other subject areas? _____

If yes, list subject areas: _____

Is student now in the Remedial Reading Program? _____

Is student now in the Special Education program for reading? _____

Check area (s) needing remediation:

decoding _____

comprehension _____

vocabulary _____
(word meaning)

usage _____
(grammar)

Does student have any speech problems? _____

language problems? _____

hearing problems? _____

vision problems? _____

Additional comments concerning student:

CORDOVA PUBLIC SCHOOLS

Dear Parent:

The Remedial Reading Program is offered again this year for children who respond best with individualized help.

Your child has been selected to take advantage of this class for one forty-five minute period each day which will supplement the reading program of his regular classroom.

The child will receive a supportive environment with instruction and materials geared to his areas of need.

The progress of each child in this reading program is closely related to the cooperation and help of the parents. You are welcome to visit the class at any time and see your child in action. Your suggestions will be valuable in helping me understand your child better. We will need to work together to insure success in reading this year.

Please feel free to call, or come in if you have questions about Remedial Reading.

Will you please return the attached page with your comments and signature if you wish your child in the reading program.

Sincerely,

Mariea Shafer
Suzanne Cary
Remedial Reading Instructors

(Please return)

Have you observed any reading problems at home?

Do you feel your child will profit form special help in Reading?

Any other comments:

Considering your schedule, when is the best time for conferences with you?

Your phone number _____

I wish my child to be placed in Remedial Reading in addition to his regular reading program.

Signature_____

October 4, 1976
Cordova Public Schools

Dear Parents:

We are in the process of organizing the Parent Advisory Council made up of parents of children enrolled in the Remedial Reading Program, Title I, ESEA. To make this program successful, we need your help.

The responsibilities of the Parent Advisory Council are:

a) selecting priority needs of reading
b) reviewing achievement tests results
c) reviewing the official evaluation of the project

If you would serve on the council, please sign and return. Your name will then be placed on a ballot as the nominee with election by all parents with children participating in the Remedial Reading Program.

Please return by October 6, 1976.

Sincerely,

Suzanne Cary
Mariea Shafer

☐ I would serve on the Parent Advisory Council.

☐ I will not be able to serve.

_____
(Signature)

READING RECOMMENDATIONS FOR 1977-78 SCHOOL YEAR

Students able to function in regular classroom but needing additional help with reading assignments.	Students not able to handle classroom reading material in any subject area with comprehension.

Current Grade _____

Teacher _____

Junior High Teachers list subject area _____

RETURN COMPLETED FORM TO MARIEA SHAFER by May 10, 1977.

TITLE 1 - ESEA

Parent Advisory Council for the Remedial Reading Program

The following people have agreed to be nominees for the Parent Advisory Council:

ELEMENTARY SCHOOL	HIGH SCHOOL
Marilyn Massman	Leora Buehrle
Paula Carroll	Betty Pettingill
Carole Pritchett	

Because the Parent Advisory Council is made up of only 5 parents, we would suggest a unanimous vote of approval for the above 5 people.

Sincerely,

Suzanne Cary
Mariea Shafer

☐ I unanimously approve the selection

☐ I do not approve of the selection

_____
(signature)

REMEDIAL READING

STUDENT PROGRESS REPORT

Student _____ Date _____

Current Classroom Teacher _____ Current Grade _____

Recommendations for 1977-78 School Year

1976 Stanford Reading Score_____ 1976 California Achievement_____

1977 Stanford Reading Score_____ 1977 California Achievement_____

Growth_____ Growth_____

1976 Woodcock Reading Mastery Score _____

1977 Woodcock Reading Mastery Score _____

Growth _____

Materials and Programs Used:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Comments:

Recommendations:

Marlea Shafer
Remedial Reading
1976-77

REMEDIAL READING _____ TAPE EVALUATION

Student _____ Teacher _____

Please complete the following summary after listening to the September and May recordings. Mark "X" in the appropriate column. If an area does not apply, indicate this by NA. List any additional comments in the section following the evaluation.

	Marked Improvement	Slight Improvement	No Improvement
Rate: Speed for Total Passage			
Rate: Speed in Decoding			
Phrasing: Recognition of Punctuation			
Reversals: Errors in word or letter order			
Substitutions: Word Recognition			
Repetitions: Repeating words			
Omissions: Leaving out words			

ADDITIONAL COMMENTS:

Signature of classroom teacher: _____

Return tape and completed form to Mariea Shafer by May 15. Thanks.

STANFORD ACHIEVEMENT SCORES

1976 - 1977

Seventh grade	1976	1977	Growth
1.	5.2	6.6	1.4
2.	5.8	6.9	1.1
3.	-	6.8	-
4.	-	8.1	-
5.	5.2	6.3	1.1
6.	-	6.0	-
7.	5.3	7.8	2.5

Eighth grade	1976	1977	Growth
8.	6.0	8.3	2.3
9.	7.2	-	-
10.	5.7	6.3	.6
11.	6.8	7.7	.9
12.	6.0	6.9	.9
13.	6.0	8.2	2.2
14.	6.5	6.2	- .3
15.	5.6	9.9	4.2

Growth 1.5

CALIFORNIA ACHIEVEMENT SCORES

Junior High

1976 - 1977

Seventh grade	1976	1977	Growth
1.	5.7	6.8	1.1
2.	5.5	7.3	1.8
3.	-	6.6	-
4.	-	6.9	-
5.	5.8	5-9	.1
6.	-	6.8	-
7.	-	6.8	-

Eighth grade	1976	1977	Growth
8.	-	6.6	-
9.	5.8	6.3	.5
10.	5.9	6.1	.2
11.	5.8	6.3	.7
12.	-	8.0	-
13.	-	8.0	-
14.	-	7.3	-
15.	-	8.2	-

Growth - .7

WOODCOCK READING MASTER TEST

Junior High

1976 - 1977

Seventh grade students	1976	1977	Growth
1.	5.4	5.1	- .3
2.	6.3	6.3	0
3.	4.7	6.8	2.1
4.	5.1	5.4	.3
5.	5.6	7.2	1.6
6.	-	6.8	-
7.	5.4	6.0	.6

Eighth Grade students	1976	1977	Growth
8.	5.6	7.2	1.6
9.	6.0	10.0	4.0
10.	4.8	5.6	.8
11.	7.5	6.3	- 1.2
12.	5.2	6.3	1.1
13.	5.6	8.6	3.0
14.	7.5	9.6	2.1
15.	6.0	7.5	1.5

Average rate of growth 1.3

KINDERGARTEN LIPPINCOTT READING READINESS TEST

Fall 1976/77

	Age	Test 1	Test 2	Test 3	Test 4	Total
L.	5/9	25	26	22	26	99
2.	5/9	26	24	23	25	98
3.	5/1	25	24	25	24	98
4.	5/11	26	26	19	25	96
5.	5/1	25	20	26	25	96
6.		26	26	21	21	94
7.	5/5	24	20	20	26	90
8.	5/5	26	23	23	17	89
9.	5/11	26	26	28	17	87
10.	5/7	22	25	15	25	87
11.	5/10	21	26	20	17	84
12.	5/10	24	24	18	18	84
13.	5/9	21	24	18	18	81
14.	5/5	23	22	22	13	80
15.	5/11	17	23	[illegible]	19	74
16.	5	26	20	21	8	75
17.		25	19	17	10	71
18.	4/11	18	24	20	7	69
19.	5/1	25	17	20	5	67
20.	6/3	21	14	16	14	65
21.	6	26	18	13	7	64
22.	6/3	22	15	16	11	64
23.	5/8	25	16	9	13	63
24.	6/2	21	16	16	8	61
25.	5/10	16	19	13	8	56
26.	5/11	26	13	9	5	53
27.	5/10	22	13	8	5	48
28.	5/10	25	10	9	4	48
29.	5/1	22	11	9	6	48
30.	5/3	15	13	11	8	47
31.		16	16	14	0	46

Fall 1976/77 (cont)

	Age	Test 1	Test 2	Test 3	Test 4	Total
32.	5/2	19	12	3	6	40
33.	5/4	16	5	11	3	35
34.	5	19	8	6	2	35
35.	5/6	10	13	8	1	32
36.	5/4	21	5	3	0	29
37.	5/3	13	5	0	4	22

Kindergarten Lippincott Reading Readiness Test

Spring 1976/77

	Age	Test 1	Test 2	Test 3	Test 4	Total
1.		26	26	26	26	104
2.		26	26	26	26	104
3.		26	26	26	26	104
4.		25	25	26	26	102
5.		26	26	26	26	104
6.		26	26	25	26	103
7.		26	26	26	26	104
8.		26	25	24	26	101
9.		26	26	26	26	104
10.		26	26	26	26	104
11.		26	26	26	26	104
12.		26	26	25	25	102
13.		Withdrawn				
14.		Absent				
15.		26	26	25	26	103
16.		26	25	24	26	101
17.		25	26	26	25	102
18.		26	26	26	26	104
19.		25	26	26	25	102
20.		Withdrawn				
21.		23	25	21	24	93
22.		26	25	26	26	103
23.		26	26	21	23	96
24.		26	26	22	24	98
25.		26	25	25	26	102
26.		26	24	22	26	98
27.		25	25	25	26	101
28.		26	23	24	26	99
29.		25	26	26	26	103
30.		Withdrawn				
31.		26	25	26	26	103
32.		26	26	26	26	104
33.		21	19	16	22	78

Spring 1976/77 (Cont.)

	Age	Test 1	Test 2	Test 3	Test 4	Total
34.		18	17	13	4	52
35.		11	13	17	17	58
36.		25	19	15	22	82
37.		23	22	24	21	90
38.	(not here in fall)	26	26	26	26	104
39.	(not here in fall)	26	26	26	26	104
40.	(not here in fall)	26	26	26	26	104
41.	(not here in fall)	26	26	25	26	103
42.	(fall score not valid)	26	25	25	26	102
43.	(not here in fall)	25	23	24	24	96
44.	(not here in fall)	26	22	21	26	95
45.	(absent)	4	0	1	0	5
46.	(not here in fall)	4	5	3	0	12

#44 was gone 6 months. #35 was gone 8 months. #45, #46, #34 are Special Education students who will be retained. #33, #36, #37 were recommended for retention but parental consent has not been obtained. #21 has a speech problem and severe perceptual problem.